

Childminder report

Inspection date: 6 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this home-from-home environment. They have familiar routines and show they know what is expected of them. They show they have developed secure attachments, as they readily approach the childminder for cuddles and reassurance when they feel unsure of new visitors in the house. The childminder's positive words and encouragement give children confidence and they soon wave hello to visitors and involve them in their play.

Children respond with smiles and giggles as the childminder interacts with them in a warm and supportive way. They receive regular praise and encouragement, which reinforces children's good behaviour. Children display a positive attitude to learning. They make independent choices about their play in this well-resourced learning environment as they freely choose toys from the shelves. Children show enjoyment and motivation to join in with the interesting activities that the childminder plans for them. For example, they stamp their feet and giggle in anticipation when the childminder brings out the messy-play tray. Children spend prolonged periods exploring coloured, cooked spaghetti. They show good hand-to-eye coordination as they use the tools to scoop the spaghetti into containers.

What does the early years setting do well and what does it need to do better?

- The childminder has a good knowledge of child development and uses observation and assessment to identify children's next steps effectively. The childminder considers each child's stage of development and plans activities that meet the individual needs and interests of children. For example, the childminder makes sand using cereals and edible paint so that it is safe for mouthing babies. Therefore, all children are engaged and involved in the activities.
- The childminder provides lots of opportunities for children to join in with singing. Young children show excitement as they choose props from a song box to support them to learn a variety of traditional nursery rhymes such as 'Wind the Bobbin Up'. Children roll their hands enthusiastically as the childminder sings to them. This supports children to develop listening and communication skills effectively.
- Children benefit from a language-rich environment. The childminder introduces new words to build on children's vocabulary. For instance, she uses words such as 'magnifying glass', 'scorpion' and 'butterfly' as children explore a minibeast themed sensory tray. However, on occasions, children do not always hear the correct pronunciation of words, as the childminder uses abbreviations such as 'tar' instead of 'thank you' and 'bot bot' instead of 'bottle'.
- The childminder uses a creative range of strategies to help promote children's emotional well-being and self-worth. For example, she actively celebrates each child's achievements by displaying them on the 'proud cloud' on the wall.

Children are shown respect, particularly when being helped with intimate care routines. For example, the childminder asks permission to change children's nappies. This supports children's personal, social and emotional development.

- The childminder works closely with parents. She sends home regular newsletters and updates on children's progress. She offers parents ideas about how they can further support their children's learning at home. Parents are complimentary about the service they receive and they say their children get excited when they approach the childminder's house for their sessions.
- The childminder promotes healthy eating. Children enjoy freshly cooked meals with fruit and vegetables. The childminder also promotes oral hygiene through activities linked to brushing teeth.
- Children take part in a variety of trips and outings that continue their learning outside the setting. At the local playgroup, children enjoy exploring and playing with the other children. This supports them to gain confidence in mixing with other children in readiness for their move to school.
- The childminder evaluates her provision well. She considers the things she does well and areas for development. For example, she has identified that she would like to develop the garden so that it is a more purposeful learning space.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her role and responsibilities to keep children safe. She has attended all mandatory training, such as first aid. The childminder attends regular safeguarding training. She demonstrates a good understanding of the signs and symptoms that a child may be suffering from abuse. She knows who to contact should she have a concern about a child's welfare. The childminder keeps the premises safe by securing external doors and carrying out regular risk assessments. The childminder is aware of what to do and who to contact if an allegation is made against herself or a member of her household.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- consistently model the correct pronunciation of words, to better support children's developing speech and communication skills.

Setting details

Unique reference number	2598059
Local authority	Lancashire
Inspection number	10251480
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 0
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Warton, Preston. She operates Tuesday, Wednesday and Thursday between 7.30am and 6pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Lisa Oakley

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to, or communicated with, the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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